

Seminole County Public Schools

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes necessary to be successful in adult life.



Lake Mary High School

School Improvement Plan 2011-2012

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EVALUATION OF SCHOOL IMPROVEMENT PLAN 2010-2011

- Core Performance Objective #1:** To increase by 3 (62% to 65%) the percent of accountability group students scoring Level 3 or above in Reading on the 2011 FCAT. Objective not met - 55% (597 of 1077) of accountability group students scored at Level 3 or above on the 2011 FCAT Reading.
- Core Performance Objective #2:** To increase by 2 (51% to 53%) the percent of accountability group students in the lowest quartile making Annual Learning Gains in Reading on the 2011 FCAT. Objective not met - 45% (128 of 284) of accountability group students in the lowest quartile made Annual Learning Gains on the 2011 FCAT Reading.
- Core Performance Objective #3:** To increase by 2 (86% to 88%) the percent of accountability group students scoring Level 3 or above in Math on the 2011 FCAT. Objective not met - 82% (447 of 542) of accountability group students scored at Level 3 or above on the 2011 FCAT Math.
- Core Performance Objective #4:** To increase by 2 (72% to 74%) the percent of accountability group students in the lowest quartile making Annual Learning Gains in Math on the 2011 FCAT. Objective not met - 69% (103 of 150) of accountability group students in the lowest quartile made Annual Learning Gains on the 2011 FCAT Math.
- Core Performance Objective #5:** To increase by 2 (83% to 85%) the percent of accountability group students scoring Level 4.0 or above in Writing on the 2011 FCAT. Objective not met - 82% (448 of 554) of accountability group students scored at Level 4 or above on the 2011 FCAT Writing.
- Core Performance Objective #6:** To increase by 3 (56% to 59%) the percent of accountability group students scoring Level 3 or above in Science on the 2011 FCAT. Objective not met - 50% (259 of 520) of accountability group students scored at Level 3 or above on the 2011 FCAT Science.
- Core Performance Objective #7:** To increase by 2 (77% to 79%) the percent of student subgroups successfully completing advanced level classes in 2010-2011 school year. Objective met - 87% of student subgroups successfully completed advanced level classes in 2010-2011.
- Core Performance Objective #8:** To decrease by 91 the total number of disciplinary referrals (duplicated count) in 2010-2011 school year from 3441 to 3350. Objective not met – 3473 students received one or more disciplinary referrals in 2010-2011.
- Core Performance Objective #9:** To decrease by 2 (57% to 55 %) the percent of Economically Disadvantaged students (unduplicated count) receiving an out-of-school suspension in 2010-2011 school year. Objective not met - 59% (162 of 273) Economically Disadvantaged students received an out-of-school suspension in 2010-2011.
- HS Grade Level Objective #10:** To increase by 1 (15% to 16%) the percent of Economically Disadvantaged students participating in Cheerleading in 2010-2011 school year. Objective met – 18.3% (15 of 82) Economically Disadvantaged students participated in cheerleading in 2010-2011.

- HS Grade Level Objective #11:** To increase by 1 (12% to 13%) the percent of Economically Disadvantaged students participating in the National Honor Society in the 2010-2011 school year.
Objective not met – 7.1% (11 of 153) Economically Disadvantaged students participated in the National Honor Society in 2010-2011.
- HS Grade Level Objective #12:** To increase by .7 (94.3% to 95%) the percent of the 2010 graduation rate.
Objective met - 97% - the 2010 graduation rate.
- HS Grade Level Objective #13:** To obtain a 2010 At-Risk Senior NGS Graduation Rate of 75% percent or higher.
Objective met – 93.0% Percent
- HS Grade Level Objective #14:** To increase by 1.2 (43.8% to 45%) the percent of the 2010-2011 college ready seniors.
Objective met – 86.0%
- School Performance Obj. #15:** To increase by 3 (30% to 33%) the percent of the 2010-2011 Personal Fitness students scoring above the 75th percentile on the President’s Challenge Physical Fitness Test Battery (PCPFTB) from pretest to post-test.
Objective not met - 30%
- School Performance Obj. #16:** To align with Seminole County Public School’s History-Making Goals, all subgroups will make AYP in reading, math, and writing.
Objective not met.
- Overall Adequate Progress:** **Not met**
- 5 of 16 objectives were successfully completed.
Overall adequate progress was defined as meeting 8 out of 16 objectives.

EXECUTIVE SUMMARY OF SCHOOL IMPROVEMENT PLAN 2011-2012

Lake Mary High School is excited for the challenges set forth in this document. As you will see, we are aiming high and hope to achieve many of our goals!

Reading and Math Goals (accountability group)		Reading				Math					
		Current	% +/-	Expected	Actual	Met (Y,N,P)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		55.4%	+4.6	60.0%			82.5%	+4.5	87.0%		
High standards Level 4+		30.3%	+3.7	34.0%			54.4%	+4.6	59.0%		
Proficiency Level 3+ in AYP subgroups											
	White	65.1%	+4.9	70.0%			87.6%	+2.4	90.0%		
	Black	31.4%	+9.6	41.0%			58.4%	+5.6	64.0%		
	Hispanic	45.3%	+4.7	50.0%			82.3%	+4.7	87.0%		
	ELL	13.6%	+6.4	20.0%			61.5%	+3.5	65.0%		
	SWD	n/a	n/a	n/a			n/a	n/a	n/a		
	ED	35.2%	+6.8	41.0%			66.3%	+5.7	72.0%		
Learning Gains		52.6%	+6.4	59.0%			78.8%	+4.2	83.0%		
Lowest 25% making Learning Gains		45.1%	+7.9	52.0%			68.7%	+4.3	73.0%		
Learning Gains Levels 4/5		40.9%	+4.1	45.0%			85.7%	+5.3	91.0%		
Learning Gains in AYP subgroups											
	White	57.6%	+9.4	67.0%			81.7%	+5.3	87.0%		
	Black	39.9%	+9.1	49.0%			70.7%	+5.3	76.0%		
	Hispanic	49.0%	+10	59.0%			78.2%	+4.8	83.0%		
	ELL	51.7%	+8.3	60.0%			76.5%	+4.5	81.0%		
	SWD	37.5%	+6.5	44.0%			66.7%	+5.3	72.0%		
	ED	43.9%	+9.1	53.0%			72.2%	+5.8	78.0%		

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score 4.0+		82.4%	+5.6	88.0%		
High standards Score 6.0		4.6%	+4.4	9.0%		
Proficiency Score 4.0+ in AYP subgroups						
	White	85.9%	+4.1	90.0%		
	Black	72.4%	+4.6	77.0%		
	Hispanic	76.3%	+4.7	81.0%		
	ELL	30.8%	+4.2	35.0%		
	SWD	100%	0	100.0%		
	ED	72.5%	+3.5	76.0%		

High standards Score 6.0 in AYP subgroups						
	White	5.8%	+3.2	9.0%		
	Black	3.9%	+4.1	8.0%		
	Hispanic	1.7%	+4.3	6.0%		
	ELL	0.0%	+3	3.0%		
	SWD	100.0%	0	100.0%		
	ED	1%	+4	5.0%		

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	59.0%	+5	64.0%		
Performance in advanced coursework	87.0%	+3	90.0%		

Discipline Goals	Male					Female				
	Current	% +/-	Expected	Actual	Met (Y,N,P)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity between AYP subgroups receiving discipline referrals										
Subgroup(s): BLACK STUDENTS	279.0%	-40	239.0%			187.0%	-20.0%	167.0%		
Reduce disparity between AYP subgroups receiving out-of-school suspensions										
Subgroup(s): BLACK STUDENTS	21.0%	-5	16.0%			16.0%	-5	11.0%		

Graduation/At-Risk Graduation/On-Time Promotion Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	97.0%	+0.5	97.5%		
At-Risk students graduating or advancing with age-level peers	93.0%	+2	95%		

Post-Secondary Readiness Goals (high school only)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Graduating seniors readiness in Reading	90.0%	+3	93.0%		
Graduating seniors readiness in Math	82.0%	+6	88.0%		

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups					
Activity and subgroup(s) National Honor Society (ED)	7.0%	+3	10.0%		

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Skyward Family Access participation	0.0%	+35	35%		

Goal Summary

Number of Goals Met: —

Number Not Met: —

Number Partially Met: —

CARRY OVER GOALS

2011-2012

State Priority C: Alignment of Standards and Resources

LMHS will continue to align classroom instruction and learning activities with the Sunshine State Standards and to allocate available funds to provide supplies and other resources to support this alignment. We will address academic standards at every grade/level and integrate reading and writing strategies in all content areas. SAC will continue to assist the principal in budgetary matters and disperse funds allocated directly to SAC specifically and directly to support the 14 objectives.

State Priority D: Educational Leadership

LMHS will continue to encourage teachers to participate in SCPS Professional Development in-services which are advertised throughout the year by email and posted memos. Wednesday afternoons will be used for school improvement as our Professional Learning Communities (PLC) work in small groups to facilitate subject-area articulation, vertical/ horizontal teaming, reading/writing skill building and technology training. These meetings focus on school-wide efforts to improve student performance and facilitate implementation of higher level thinking skills practice in classrooms.

State Priority F: Parent, Students, Family, Educational Institution and Community Involvement

LMHS will continue to encourage stakeholder involvement within and throughout the school via the School Advisory Council, Parent/Teacher/Student Association, Dividends, the SAW program, Parent Survival Night, Athletic Booster Club and other various booster groups (Band, Drama, Marionettes, etc.). Clubs and organizations within the school will continue to support such worthy charitable and community causes such as United Way, Habitat for Humanity, Relay for Life, the Susan G. Koman Research Fund, the Ronald McDonald House, and the American Red Cross.

READING GOALS

Aligned with Strategic Plan System Initiative B

Reading Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2012 FCAT 2.0 Reading

2011 Current Level of Performance 55.4% (597 of 1077)
 2012 Expected Level of Performance 60.0%

Reading Goal #2: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2012 FCAT 2.0 Reading

2011 Current Level of Performance 30.3% (326 of 1077)
 2012 Expected Level of Performance 34.0%

Reading Goal #3: To increase the percent of accountability group students in AYP subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2012 FCAT 2.0 Reading

	White	Black	Hispanic	ELL	SWD	ED
2011 Current Level of Performance	65.1% (396 of 608)	31.4% (54 of 172)	45.3% (105 of 232)	13.6% (3 of 22)	n/a% (0 of 0)	35.2% (138 of 392)
2012 Expected Level of Performance	<u>70.0%</u>	<u>41.0%</u>	<u>50.0%</u>	<u>20.0%</u>	<u>100.0%</u>	<u>41.0%</u>

Reading Goal #4: To increase the percent of accountability group students making Learning Gains on the 2012 FCAT 2.0 Reading

2011 Current Level of Performance 52.6% (600 of 1140)
 2012 Expected Level of Performance 59.0%

Reading Goal #5: To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2012 FCAT 2.0 Reading

2011 Current Level of Performance 45.1% (128 of 284)
 2012 Expected Level of Performance 52.0%

Reading Goal #6: To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2012 FCAT 2.0 Reading

2011 Current Level of Performance 40.9% (9 of 22)
 2012 Expected Level of Performance 45.0%

Reading Goal #7: To increase the percent of accountability group students in AYP subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2012 FCAT 2.0 Reading

	White	Black	Hispanic	ELL	SWD	ED
2011 Current Level of Performance	57.6% (359 of 618)	39.9% (77 of 193)	49.0% (124 of 253)	51.7% (15 of 29)	37.5% (48 of 128)	43.9% (192 of 437)
2012 Expected Level of Performance	<u>67.0%</u>	<u>49.0%</u>	<u>59.0%</u>	<u>60.0%</u>	<u>44.0%</u>	<u>53.0%</u>

Action Plan

Strategy	Reading Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Train all content area teachers to use Active Reading strategies to enhance reading comprehension in their subjects.	1-7	Time for PD, Limited Class Time	Administration, Literacy Coach, Teachers	Ongoing	FAIR, DA, FCAT, Quarter Exams, Semester Exams	b, im, tech, st, t
2. Infuse Kagan structures for promoting thinking skills.	1-5, 7	Class Time, Time for PD, Time for Planning	Administration, Literacy Coach, Teachers	Ongoing	Admin Walk-through/ Observation	Im, st, or, tech, t
3. Continue to monitor students' reading progress to facilitate timely interventions and targeted skill-building in the areas where students usually score the lowest, i.e., "Words and Phrases" and "Reference and Research."	1, 3-7	On-Time Receipt of Scores, Funding	Administration, Literacy Coach, Intensive Reading Teachers	Baseline, Mid-Year, End of Year	FAIR, FCAT, FCAT Explorer, Study Island, and practice FCAT	Or, st, tech, t
4. Infuse student testing data into the decision making process for setting up lesson plans.	1-7	Time, PD	Administration, Teachers	Ongoing	Admin Walk-through/ Observations, Lesson Plans	b, t, tech

RESOURCES: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

Evaluation for Goals 1 and 3 (assessed annually and with DA)

Reading Goals	#1	#3 (AYP subgroups Level 3+)					
	Level 3+	White	Black	Hispanic	ELL	SWD	ED
2011 Current Perf. Level	55.4%	65.1%	31.4%	45.3%	13.6%	n/a	35.2%
Baseline (DA)							
Mid-Year (DA)							
2012 Actual Perf. Level							
Expected Perf. Level	65.0%	70.0%	41.0%	50.0%	20.0%	100.0%	41.0%
Difference							

Review/Discussion (Narrative) Provide a summary of the data at the mid-year assessment period below. Also indicate any changes in PD, strategies, or resources resulting from this assessment.

Mid-Year:

Evaluation for Goals 2, 4, 5, 6, and 7 (assessed annually)

Reading Goals	#2	#4	#5	#6	#7 (AYP subgroups Learning Gains)					
	Level 4+	LG	Lowest 25% LG	Levels 4/5 LG	White	Black	Hispanic	ELL	SWD	ED
2011 Current Perf. Level	30.3%	52.6%	45.1%	40.9%	57.6%	39.9%	49.0%	51.7%	37.5%	43.9%
2012 Actual Perf. Level										
Expected Perf. Level	34.0%	59.0%	52.0%	45.0%	67.0%	49.0%	59.0%	60.0%	44.0%	53.0%
Difference										

MATH GOALS

Aligned with Strategic Plan System Initiative B

(ES, MS and HS-Algebra only)

Math Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2012 FCAT 2.0 Math

2011 Current Level of Performance 82.5% (447 of 542)
 2012 Expected Level of Performance 87.0%

Math Goal #2: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2012 FCAT 2.0 Math

2011 Current Level of Performance 54.4% (295 of 542)
 2012 Expected Level of Performance 59.0%

Math Goal #3: To increase the percent of accountability group students in AYP subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2012 FCAT 2.0 Math

	White	Black	Hispanic	ELL	SWD	ED
2011 Current Level of Performance	87.6% (276 of 315)	58% (45 of 77)	82.3% (93 of 113)	61.5% (8 of 13)	0% (0 of 0)	66.3% (126 of 190)
2012 Expected Level of Performance	<u>90.0%</u>	<u>64.0%</u>	<u>87.0%</u>	<u>65.0%</u>	<u>100.0%</u>	<u>72.0%</u>

Math Goal #4: To increase the percent of accountability group students making Learning Gains on the 2012 FCAT 2.0 Math

2011 Current Level of Performance 78.8% (480 of 609)
 2012 Expected Level of Performance 83.0%

Math Goal #5: To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2012 FCAT 2.0 Math

2011 Current Level of Performance 68.7% (103 of 150)
 2012 Expected Level of Performance 73.0%

Math Goal #6: To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2012 FCAT 2.0 Math

2011 Current Level of Performance 85.7% (12 of 14)
 2012 Expected Level of Performance 91.0%

Math Goal #7: To increase the percent of accountability group students in AYP subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2012 FCAT 2.0 Math

	White	Black	Hispanic	ELL	SWD	ED
2011 Current Level of Performance	81.7% (285 of 349)	71.0% (65 of 92)	78.2% (93 of 119)	76.5% (13 of 17)	66.7% (42 of 63)	72.2% (151 of 209)
2012 Expected Level of Performance	<u>87.0%</u>	<u>76.0%</u>	<u>83.0%</u>	<u>81.0%</u>	<u>72.0%</u>	<u>78.0%</u>

Action Plan

Strategy	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Focus instruction on results of diagnostic testing (FCAT Benchmarks); monitor the College Preparatory Mathematics (CPM) curriculum, and use Progress Monitoring to provide a clear focus in the development of lessons.	1-7	Class Time, PD in Reading & Understanding Scores	Math Teachers, Administrators	Baseline, Mid-Year, End of Year	DA, Quarter Exams, EOC	t, tech, im
2. Provide professional development opportunities and follow-up in preparation for additional End of Course Exams in Geometry.	1-7	Time, Funding,	Math Teachers, Chemistry, Physical Science, Transportation Tech, Drafting	Ongoing	EOC Exams	B, tech, t,
3. Practice the Algebra I & Geometry End-of-Course (EOC) testing quarterly via district-developed, computer-based 9-Week tests.	1-7	Class Time, Student Motivation	Math Teachers, Administrator	Quarterly	EOC Exam	St, tech, t, im
4. Continue to place Level 1 and 2 students in intensive math courses.	1-5,7	Scheduling	Administration	Ongoing	Monitoring of FCAT Scores	T, im or, b

RESOURCES: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

Evaluation for Goals 1 and 3 (assessed annually and with DA)

Math Goals:	#1	#3 (AYP subgroups Level 3+)					
	Level 3+	White	Black	Hispanic	ELL	SWD	ED
2011 Current Perf. Level	82.5%	87.6%	58.4%	82.3%	61.5%	n/a	66.3%
Baseline (DA)							
Mid-Year (DA)							
2012 Actual Perf. Level							
Expected Perf. Level	87.0%	90.0%	64.0%	87.0%	65.0%	100.0%	72.0%
Difference							

Review/Discussion (Narrative) Provide a summary of the data at the mid-year assessment period below. Also indicate any changes in PD, strategies, or resources resulting from this assessment.

Mid-Year:

Evaluation for Goals 2, 4, 5, 6, and 7 (assessed annually)

Math Goals	#2	#4	#5	#6	#7 (AYP subgroups Learning Gains)					
	Level 4+	LG	Lowest 25% LG	Levels 4/5 LG	White	Black	Hispanic	ELL	SWD	ED
2011 Current Perf. Level	54.4%	78.8%	69%	85.7%	81.7%	70.7%	78.2%	76.5%	66.7%	72.2%
2012 Actual Perf. Level										
Expected Perf. Level	59.0%	83.0%	73.0%	91.0%	87.0%	76.0%	83.0%	81.0%	72.0%	78.0%
Difference										

WRITING GOALS

Aligned with Strategic Plan System Initiative B

Writing Goal #1: To increase the percent of accountability group students achieving proficiency (Score 4.0+) on the 2012 FCAT Writing

2011 Current Level of Performance **82.4%** (448 of 544)
 2012 Expected Level of Performance **88.0%**

Writing Goal #2: To increase the percent of accountability group students achieving high standards (Score 6.0) on the 2012 FCAT Writing

2011 Current Level of Performance **4.6%** (25 of 544)
 2012 Expected Level of Performance **9.0%**

Writing Goal #3: To increase the percent of accountability group students in AYP subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Score 4.0+) on the 2012 FCAT Writing

	White	Black	Hispanic	ELL	SWD	ED
2011 Current Level of Performance	85.9% (269 of 313)	72.4% (55 of 76)	76.3% (90 of 118)	30.8% (4 of 13)	100% (1 of 1)	72.5% (140 of 193)
2012 Expected Level of Performance	<u>90.0%</u>	<u>77.0%</u>	<u>81.0%</u>	<u>35.0%</u>	<u>100.0%</u>	<u>76.0%</u>

Writing Goal #4: To increase the percent of accountability group students in AYP subgroups (Ethnicity, ELL, SWD, ED) achieving high standards (Score 6.0) on the 2012 FCAT Writing

	White	Black	Hispanic	ELL	SWD	ED
2011 Current Level of Performance	5.8% (18 of 313)	3.9% (3 of 76)	1.7% (2 of 118)	0% (0 of 13)	100% (1 of 1)	1% (2 of 193)
2012 Expected Level of Performance	<u>9.0%</u>	<u>8.0%</u>	<u>6.0%</u>	<u>3.0%</u>	<u>100.0%</u>	<u>5.0%</u>

Action Plan

Strategy	Writing Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Provide differentiated writing instruction for students with emphasis on expository and persuasive essays using the 6+ Traits Model in all curricular areas.	1-4	Time for PD, Time To Grade	Teachers, Admin, Writing Team	Baseline, Mid-Year, End of Year	DA, FCAT	Tech, t, or
2. Provide writing in-services to give teachers the tools to include writing in their everyday curriculum.	1-4	Time for PD	Administration, Literacy Coaches	Baseline, Mid-Year, End of Year	Administrative Walk-throughs and Review Lesson Plans.	b, or, st
3. Institute a campus-wide writing program that focuses on both FCAT and SAT/ACT Skills.	1-4	Time for Grading, PD	Teachers, Admin, Literacy Coach, Writing Team	Ongoing	Administrative Walk-throughs	b, st, im, t
4. All 9 th , 11 th and 12 th grade students will receive a writing prompt on the day of the 10 th Grade FCAT Writing Test which will be evaluated and counted as a major exam grade.	1-4	Time for Grading, PD	Teachers, Admin, Literacy Coach, Writing Team	Ongoing	Administrative Walk-throughs	b, st, im, t

RESOURCES: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

Evaluation for Goals 1 and 3 (assessed annually and with DA)

Writing Goals:	#1	#3 (AYP subgroups Level 4+)					
	Level 4+	White	Black	Hispanic	ELL	SWD	ED
2011 Current Perf. Level	82.4%	85.9%	72.4%	76.3%	30.8%	100%	72.5%
Baseline (DA)							
Mid-Year (DA)							
2012 Actual Perf. Level							
Expected Perf. Level	88.0%	90.0%	77.0%	81.0%	35.0%	100.0%	76.0%
Difference							

Review/Discussion (Narrative) Provide a summary of the data at the mid-year assessment period below. Also indicate any changes in PD, strategies, or resources resulting from this assessment.

Mid-Year:

Evaluation for Goals 2 and 4 (assessed annually)

Writing Goals:	#2	#4 (AYP subgroups Level 6)					
	Level 6	White	Black	Hispanic	ELL	SWD	ED
2011 Current Perf. Level	4.6%	5.8%	3.9%	1.7%	0%	100%	1%
2012 Actual Perf. Level							
Expected Perf. Level	9.0%	9.0%	8.0%	6.0%	3.0%	100.0%	5.0%
Difference							

ADVANCED COURSEWORK GOALS

Aligned with Strategic Plan System Initiative A

Advanced Coursework Goal #1: To increase the percent of students “participating” in advanced coursework

Elementary School: Middle School level coursework

Middle School: High school level coursework

High School: Accelerated Coursework: (HS Accountability formula)

2011 Current Level of Participation 59%

2012 Expected Level of Participation 64.0%

Advanced Coursework Goal #2: To increase the percent of students “performance” in advanced coursework

2011 Current Level of Performance 87%

2012 Expected Level of Performance 90.0%

Action Plan

Strategy	Advanced Coursework Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies (Skyward)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Communicate with parents the importance of higher level courses at events/celebrations such as Multicultural Month, Black History Month, Career Fair, AP Curriculum Night, etc..	1	Attendance at Events, Time	Presenters, Guidance, Admin	Monthly at Events	Skyward Enrollment	T, b, st, tech, or
2. Use AP Potential to identify and recruit students for AP classes.	1	Lack of student interest	Administration, AP teachers	December, January	PSAT scores	st, tech, t
3. Utilize select upper classmen trained in mediation/mentoring to encourage ninth-graders to set high academic goals and select advanced level classes.	1-2	PD, Ability for students to sell the product	Peer Connectors, Teachers	Ongoing	Quarterly Grades	B, t, im,
4. Advanced Placement and Pre-AP teachers will collaborate to provide appropriate curriculum to recruit and sustain AP growth.	1-2	Time for PD	Administration and teachers	PLC Meetings	AP scores	st, tr

DISCIPLINE GOALS

Aligned with Strategic Plan System Initiative C

Discipline Goal #1: To reduce the disparity between AYP subgroups receiving disciplinary referrals (duplicated)

Each school should have at least one discipline goal for referrals and one goal for out-of-school suspensions. Additional goals may be added as needed.

1a. Subgroup: Black Students

2010-11 Current % of subgroup receiving discipline referrals **231.0%**

2012 Expected % of subgroup receiving discipline referrals **201.0%**

Discipline Goal #2: To reduce the disparity between AYP subgroups receiving an out-of-school suspension (unduplicated)

2a. Subgroup: Black Students

2010-11 Current % of subgroup receiving out-of-school suspensions **21.0%**

2012 Expected % of subgroup receiving out-of-school suspensions **16.0%**

Action Plan

Strategy	Discipline Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Implement our Response to Intervention (RTI) Plan which includes scrutinizing internal data collected from discipline referrals and identify patterns where proactive measure will be effective in school-wide discipline-prevention structures.	1-2	Time, Resources	Discipline Office, Teachers, RTI Team	Monthly	Skyward Discipline Data	Im, or, st, sss, tech, t
2. Team members will facilitate positive behavior change in our students and staff that will result in reducing the number of inappropriate behaviors occurring across campus by educating students and staff, by reinforcing appropriate behaviors, and by involving students in Challenge Day.	1-2	Time for PD, Teacher Expectations, Beliefs	Teachers, Administrators, Guidance	Ongoing	Challenge Day Participation, Administrative Walk-throughs	T, sss, or, b
3. Hold workshops for faculty and staff on cultural diversity and on handling discipline issues with all students.	1-2	Time for PD	Administration, behavior specialist	Yearly	Walkthroughs by administration	st, t
4. Team members will invite local professionals in to speak with and engage our African American population in activities that will help them set goals and develop an action plan to achieve them.	1-2	Time out of class, Funding, Student Motivation	At-Risk Team Members	Quarterly	Guidance Counselor Visits	B, or, sss

GRADUATION/AT-RISK GRADUATION AND ON-TIME PROMOTION GOALS

Aligned with Strategic Plan System Initiative A

Graduation/On-time Promotion Goal #1: To increase the percent of students graduating or advancing with their age-level peers

2011 Current Level of Performance 97.0%

2012 Expected Level of Performance 97.5%

Elementary School: Percent of students completing elementary school in 6 years

Middle School: Percent of students completing middle school in 3 years

High School: Graduation rate (HS Accountability NGA Rate)

At-Risk Graduation Goal #2: To increase the percent of At-Risk students graduating or advancing with their age-level peers

2011 Current Level of Performance 93.0%

2012 Expected Level of Performance 95.0%

Elementary School: At-Risk is defined as students who qualify for F&R Lunch

Middle School: At-Risk is defined as students in Level 1 or Level 2 in both Reading and Math on the 5th grade FCAT 2.0

High School: At-Risk is defined as students in Level 1 and Level 2 in Reading and Math on the 8th grade FCAT 2.0 (HS Accountability)

Action Plan

Strategy	Graduation/ Promotion Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Promote regular attendance and concurrent on-task behaviors by implementing 21 st Century learning structures to create a positive, caring environment in the classroom, halls, cafeteria, and athletic fields.	1-2	Student Buy-In, Time for PD	Kagan Team, PBS Team, Admin, Teachers, Staff	Ongoing	Walkthroughs, discipline Records, Grades, Attendance	b, t, tech, or, st
2. Recruit mentors to meet regularly with and encourage at-risk seniors through the “Ram Initiative,” by providing a list of those at-risk with opportunities during the school day for interaction, data regarding their graduation/credit status, and face-to-face guidance.	1,2	Time	Administration, deans, guidance, coaches, sponsors, staff	Weekly	Skyward – Discipline Records, Grades, Attendance	or, st, sss
3. Provide incentives for at-risk seniors to encourage their success while also communicating constantly with them, parents, Peer Connectors, and adult mentors regarding their future goals and aspirations.	2	Funding, Mentor Time	Guidance, Ram Initiative Team, Admin	Ongoing	Walkthroughs, Attendance	s, t, tech,
4. Hold workshops for faculty and staff on cultural diversity and on handling discipline issues with all students.	1,2	Time for PD	Administration, behavior specialist	Yearly	Walkthroughs by administration	st, t

POST-SECONDARY READINESS GOALS

Aligned with Strategic Plan System Initiative A

HIGH SCHOOL ONLY

Postsecondary Readiness Goal #1: To increase the percent of graduating seniors who demonstrate post-secondary readiness in Reading as indicated by the SAT, ACT, CPT, or PERT

2011 Current Level of Performance 90.0%

2012 Expected Level of Performance 93.0%

*Based on the High School Accountability formula

Postsecondary Readiness Goal #2: To increase the percent of graduating seniors who demonstrate post-secondary readiness in Math as indicated by the SAT, ACT, CPT, or PERT

2011 Current Level of Performance 82.0%

2012 Expected Level of Performance 88.0%

Action Plan

Strategy	Readiness Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Promote participation in and registration for the Princeton Review Practice PSAT, SAT, ACT and PERT exams via <i>Tell-A-Ram</i> , email, the Guidance Department Blackboard Site, Skyward Family Access and List Serve notices to parents.	1-2	Funding	Administration, Guidance	Quarterly	PSAT, SAT, ACT, PERT	b, or, tech
2. Infuse ACT/SAT and CPT strategies in all 11/12 th grade courses including test-taking tips, critical thinking and writing skills, and by incorporating SAT/ACT/PERT type questions on tests.	1-2	Time for PD	Administration, Teachers	Ongoing	Walkthroughs, Class Exams	im, or, t
3. Practice for the ACT, SAT, CPT & PERT by regularly administering mock exams which duplicate as much as possible the actual test environment.	1-2	Funding, Lack of Higher Order Thinking and Rigor	Administration, Guidance, Teachers	Ongoing	Walkthroughs	or, tech, b, t
4. Implement SAT instruction/vocabulary in all honors classes.	1	Lack of higher order thinking and rigor, funding for books	Administration, teachers	Ongoing	FCAT and SAT scores; Administrative walkthroughs monitoring strategies	b, im, or, st, t
5. Institute a campus-wide writing program that focuses on both FCAT and SAT/ACT Skills.	1	Time for Grading, PD	Teachers, Admin, Literacy Coach, Writing Team	Ongoing	Administrative Walk-throughs	b, st, im, t

EXTRACURRICULAR ACTIVITIES GOAL(S)

Aligned with Strategic Plan System Initiative C

Extracurricular Activities Goal #1: To reduce the disparity in representation of AYP subgroups (Ethnicity, ELL, SWD, ED) participating in extracurricular activities

Elementary: Chorus, safety patrol, student council, TV production

Middle: Beta Club, NJHS, SECME, cheerleading, cross-country, track and field, volleyball

High: Mu Alpha Theta, NHS, Science Fair, Student Government, baseball, basketball, cheerleading, softball, tennis
(Each school should have at least one extracurricular activity goal. Additional goals may be added as needed.)

1a. Activity: National Honor Society Subgroup Economically Disadvantaged (ED)

2011 Current Level of Participation 7.1% (11 of 153)

2012 Expected Level of Participation 10.0%

Action Plan

Strategy	Extracurricular Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Waive fees for Economically Disadvantaged students.	1	Financial hardship on club	Administration, club sponsors	End of Year	Induction Numbers	b
2. Continue to increase the number of students enrolled in Advanced Level Courses.	1	Lack of interest	Administration, teachers	Ongoing	Skyward Enrollment	or, st
3. Send invitation letters to parents and students. If Economically Disadvantaged students do not apply, administration and NHS sponsors will contact the student.	1	Lack of interest	Administration, club sponsors	Ongoing	NHS Application	or, st
4. Advertise the benefits of being a member of NHS – flyers/posters.	1	None	Club sponsors	Ongoing	Campus Signs	or, st
5. Lower the requirement for membership to 3.5 Unweighted GPA.	1	Loss of Pride with Lowering Standards	Club sponsors	Baseline	Induction Numbers	tech, st

SCHOOL DEFINED GOAL

Goal #1: At least 35% of Lake Mary High School parents will sign up for Skyward Family Access.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Register parents at Schedule-Pick-Up Event in August as well as at Open House in September.	Transportation and work schedules	ETF	Ongoing	Monitor the number of parents signed up	tech
2. Advertise and encourage participation in the parent newsletter, school email distribution list, Big Mouth phone messenger and school website.	none	Administration	Ongoing	Monitor the number of parents signed up	b, or
3. New student registration: parents provide email address and sign-up for Skyward upon registration.	Lack of technology in the home	Guidance	Ongoing	Monitor the number of parents signed up	st, tech

RESOURCES: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

Review/Discussion (Narrative) Provide a summary of the data at each of the assessment periods below. Also indicate any changes in PD, strategies, or resources resulting from these assessments.

Beginning: Skyward is the new student management system that we have begun to use. At the beginning of the year, we only had enrollments from parents who were already enrolled in the PIN Network. Over the course of the year, we look to enroll parents who have not yet been a part of this parental tool.

Mid-year:

1529 Registered – 2593 Enrolled = 58.9% of Population

PROFESSIONAL DEVELOPMENT PLAN

PD Activity	SIP Goal #	Date or Schedule	Instructional/Other Needs Addressed	PD Participants (e.g. PLC, subject, grade level, or school-wide)	# Anticipated Participants	# Actual Participants	Position(s) Responsible
Technology - SKYWARD, Prezi, Blackboard	Reading, Math, Writing, Advanced Coursework and College Readiness	8/31/11	21 st Century Strategies	School-wide	150	150	Administrators, Technology Team
Professional Learning Communities (PLC)/Curriculum Development	Reading, Math, Writing, Advanced Coursework and College Readiness	9/14/11 10/19/11 11/30/11 12/7/11	Vertical/Horizontal Teaming	School-wide	150	150	Administrators, Teachers
Introduction to PLCs	Reading, Math, Writing, Advanced Coursework and College Readiness	8/10/11	Vertical/Horizontal Teaming	School-wide	150	150	Principal, Administrators
Writing Plan Development/Roll-out	Writing & Reading	9/21/11	Writing across the curriculum	School-wide	150	150	Principal, Literacy Administrator, Writing Team
Kagan Trainings	Reading, Math, Writing, Advanced Coursework and College Readiness	9/14/11 10/19/11 11/30/11 12/7/11	Cooperative Learning, Student Engagement	Academic Content Area Teachers	10	7	Administrator

RtI Training	Reading, Math, Writing, Advanced Coursework and College Readiness	8/11/11	Exceptional Student Education Services	School-wide	20	20	Administrator, Teachers
6+ Traits of Writing Workshop	Writing Goals – all	Sept. '11 Oct. '11	Writing across the curriculum	English/Social Studies Teachers	10	10	Kathryn Dixon, Administrator
Socratic Circles Seminar	Reading Goals –all; Writing Goals - all	8/31/11	Making reading and writing comfortable for students	9 th , 10 th Language Arts and Reading Teachers	10	6	Administrator
FCAT 2.0 Format and Strategies	All Reading, Writing Goals	9/14/11 10/19/11 11/30/11 12/7/11	Preparing for the new FCAT	School-wide	150	150	Administrator, Teachers
Positive Behavior Support	All Discipline Goals	9/21/11 9/28/11	Classroom Management Strategies	School-wide	150	150	Administrator
Writing in the Content Area	Reading and Writing Goals	9/14/11 10/19/11 11/30/11 12/7/11	Lake Mary High School Writes	School-wide	150	150	Administrator, Teacher
Accreditation Development Seminars	Reading, Math, Writing, Advanced Coursework and College Readiness	9/28/11 10/26/11 11/16/11	Providing the best instructional environment	School Wide	200	200	Administrator
Lesson Study	Reading, Math, Writing, Advanced Coursework and College Readiness	TBA	Best Instructional Practices, Vertical/Horizontal Teaming	Reading Coach	1	1	Administrator

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2010-2011

INCOME:

Original Allocation:	\$2,350.00
Adjustment:	\$10,222.06
Carry Over:	\$0
Total Income:	\$12,572.06

EXPENDITURES	ACTUAL COST	BALANCE
BALANCE		\$12,572.06
Computers	\$0.20	\$12,571.86
Planners	\$9450.00	\$3,121.86
Books	\$1309.86	\$1,812.00
Substitutes	\$1039.94	\$772.06

Start with your beginning

CARRY OVER:

Total carry over for 2011-2012: \$772.06

ADDENDUM 1 – RESPONSE TO INTERVENTION (RtI)

Provide the information describing the components and processes associated with Response to Intervention (*RtI*) at your school. Please briefly respond to each of the items below:

1. Identify the members of your school's *RtI* Leadership Team.

Academic: Kenny Bevan (Chair & Assistant Principal), Jennifer Eisenmenger (SLD Dept. Chair), Kathy Aslin (Guidance Counselor), Tammy Barclay (Reading Coach), Judy Fulton (SRS), Elaine Vassalli (School Psychologist), Craig Daniels (Teacher).

Behavior/PBS: Sharon Swalina (Coach/Teacher), George Gordon (Dean of Students), Cindy Nelson (Dean of Students), Nonda Meng (Teacher), Robert Crooks (Teacher), Tonya Thompson (Teacher), Walt Morgan (Assistant Principal), Winnola Grigley (Guidance Counselor), Jennifer Eisenmenger (ESE Teacher), Michele Dershimer (Teacher), Kimberly Carten (Teacher), Danielle Howard (Teacher).

2. Describe how your school's *RtI* Leadership Team functions (e.g. meeting processes and roles/functions). How does it work with other school teams to organize/coordinate *RtI* efforts?

Academic: They will meet once per month on Wednesday afternoons to review data, introduce and adjust tiered interventions, and monitor *RtI* student log forms (shared drive). The team will meet with teachers individually to recommend and track interventions from the team's intervention manual. The team will regularly assign classroom observations for identified students using SCPS Form #1455. The team will adjust approaches and efforts individually and for groups as necessary.

Behavior: They will meet once per month on Wednesday afternoons to fulfill their role as described in #3 and to develop goals and action plans to meet needs. The team will analyze and problem-solve using school-wide data to provide a structured program to meet the needs of all students in a stimulating learning environment.

3. Describe the role of your school's *RtI* Leadership Team in the development and implementation of the SIP.

Academic: Team members will identify area(s) of need(s) for the individuals in the selected *RtI* group, meeting two or more of the following criteria: Lowest 25%, Transition Students, level 1 or 2 on Reading and Math FCAT, Multiple D's/F's, AYP count 3+ & Grade level behind cohorts, using SCPS Form #1452 and 1453. Students may also be referred with parent or staff concern. The team will compile the information, compile goals for each area, and disperse the information to teachers electronically. Teachers will be instructed to log interventions on the adjusted SCPS Form #1451 (to meet the needs of an electronic file) and to maintain parent communication summaries using SCPS Form #1454.

Behavior: Team members will facilitate positive behavior change in our students and staff that will result in reducing the number of inappropriate behaviors occurring across campus by educating students and staff and by reinforcing appropriate behaviors.

4. Describe the data source and data management system used to summarize tiered data for Reading, Mathematics, Science, Writing, and Behavior.

Academic: Teachers will maintain an intervention log form for each identified student in Tier 2. Should concerns continue after regular monitoring of the SCPS forms and processes students will individually be referred to his/her guidance counselor for Tier 3 interventions. A condensed electronic version of the pre-intervention strategies will be provided on the shared F drive for a summary list of resources/interventions for each identified focus area, as well as a complete intervention manual on Blackboard. The electronic log forms will be reviewed bi-weekly for processing as a part of each student cum file, using SCPS yellow manila folders. Data collection will be compiled monthly from each electronically modified SCPS RtI form. Identified students will also be in close connection with their assigned adult mentor, through a weekly assigned meeting. The adult mentors will discuss goals with regard to progress monitoring data.

Behavior: LMHS will use the Skyward (Student Information System) and EdInsight.

5. Describe the plan to train staff on RtI.

Training of the teachers and staff will occur over a series of four in-services throughout the year, and through the Department Chairs with regard to electronic instruction/monitoring.

6. Outline your plan to achieve school-wide implementation of the RtI process by the start of the 2011-2012 school year.

2011-2012

- Continue to train the entire faculty and staff on PBS and the SCPS Continuous Improvement Model (CIM) for school-wide implementation.
- Gather school-wide data related to discipline and academics related to Critical Factors related to CIM.
- Meet with faculty in Professional Learning Communities to focus on their effective use of PBS and academic intervention strategies.
- Inform parents and school community regarding PBS and CIM.
- Fulfill action plans to meet School Improvement Objectives #8 & #9 and to address Critical Success Factors.

2012-2013

- Analyze 2011-12 discipline data and revisit action plans to meet School Improvement Objectives #8 & #9 and to address Critical Success Factors for 2012-13.
- Apply new and improved strategies in areas/circumstances where needed based on successful classroom experiences.
- Reexamine program in light of interventions, numbers of referrals, graduation rates, academic data, etc..

ADDENDUM 2 – LITERACY LEADERSHIP TEAM (LLT)

Please briefly respond to each of the items below:

1. Identify the members of your school's Literacy Leadership Team (LLT).

Mike Rice (Assistant Principal), Tammy Barclay (Reading Coach), Ellen Tucker (Reading Teacher), Kym Gaudreau (English Department Chair), Carrie New (Teacher), Camille McDougald (Teacher), Adam Donnelly (Teacher), Virginia Tew (Teacher), Erin Woods (Teacher), Cindy Henry (Teacher), Tina Harlev (Teacher), Debbie Whitcomb (Teacher)

2. Describe how your school's LLT functions (e.g. meeting processes and roles/functions).

The Literacy Leadership Team will be led by the Reading Coach at Lake Mary High School. Meetings will be held monthly during the school day. Each department has a representative on the team and in each meeting; the team will discuss the progression of the Reading/Writing Plan. The team will also be asked to evaluate the growth of our school by continually dissecting the school data from FAIR Assessments, Writing DA's and other Progress Monitoring Assessments. Each team member will be responsible for disseminating this information back to their department and ensuring that the needs of each department are met on a monthly basis.

3. What will be the major initiatives of the LLT this year?

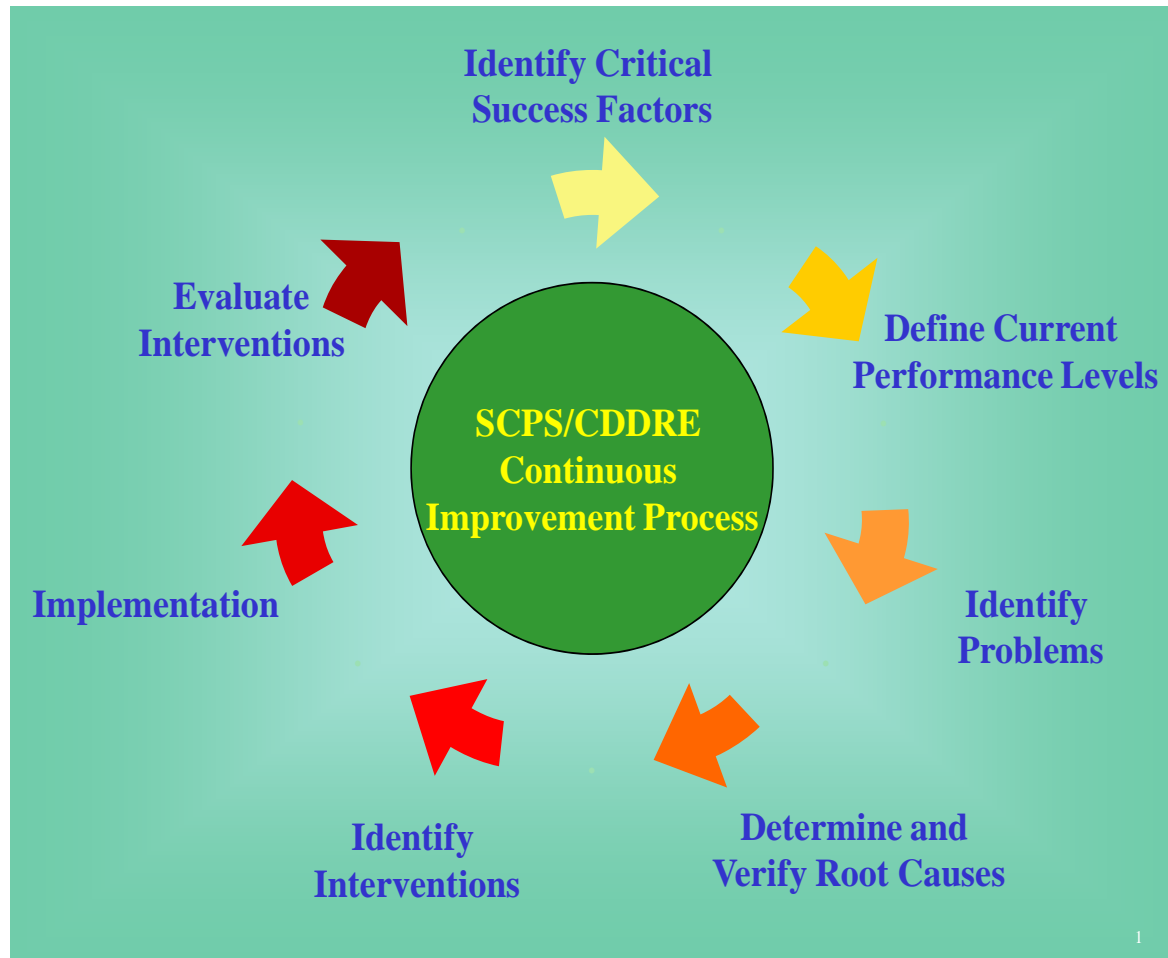
This year's major initiative of the Lake Mary High School Literacy Leadership Team will be to incorporate writing into every classroom. Students will be given writing prompts regularly throughout the year. The team developed several prompts, rubrics, concepts and training documents to provide the entire faculty of LMHS with the tools needed to comfortably incorporate writing into daily instruction. In addition to school wide efforts, our team is working with individual teachers and groups to infuse writing into their specific areas.

ADDENDUM 3 -LESSON STUDY

Please briefly summarize how professional development activities related to “Lesson Study” will be appropriately incorporated into the Action Plans included in the Goals of your School Improvement Plan.

Lesson study, the dominant form of professional development for teachers in Japan, has spread rapidly in the U.S. since 1999. In LESSON STUDY, teachers collaboratively plan, observe, and analyze actual classroom lessons, drawing out implications both for the design of specific lessons and for teaching and learning more broadly. Lake Mary High school truly believes that collaboration through Lesson Study will improve instruction and thus improve learning.

Lake Mary High School’s model for Lesson Study during the 2011-2012 school year will be implemented during our Wednesday Professional Development schedule. Our Literacy Coach will attend training in September and will then pilot The following is the schedule for the 1st Semester, of which content areas will study best practices to improve instructional presentation, momentum, timing due to Block Scheduling, and PBS strategies imbedded within the instructional environment.



SCHOOL ADVISORY COUNCIL SIGNATURES 2011-2012

FINAL COPY

The School Advisory Council has assisted in the preparation of the annual school budget as well as the School Improvement Plan.

Please Sign & Date

ADMINISTRATOR	DATE	PARENT/COMMUNITY	DATE	PARENT/COMMUNITY	DATE
Michael Kotkin	10-18-2011	Karen Durigan	10-18-2011	Cheryl Sherlock	10-18-2011
Signature		Signature		Signature	
INSTRUCTIONAL		R.T. Hillery	10-18-2011	Linda Starnes	10-18-2011
Deborah Casillo	10-18-2011	Signature		Signature	
Signature		Linda Izbicky	10-18-2011	Brenda Lanaris	10-18-2011
Kym Gaudreau	10-18-2011	Signature		Signature	
Signature		Gretchen Gilbert Jacobson	10-18-2011		
George Gordon	10-18-2011	Signature			
Signature		Nancy Johnson	10-18-2011		
Sandy McCready	10-18-2011	Signature		STUDENTS	
Signature		Maxine Jones	10-18-2011	Matthew Breen	10-18-2011
Cindy Nelson	10-18-2011	Signature		Signature	
Signature		Dianne Lyons	10-18-2011	Matt Conway	10-18-2011
Mike Rice	10-18-2011	Signature		Signature	
Signature		Henry Matta	10-18-2011	Christian Kamka	10-18-2011
NON-INSTRUCTIONAL	10-18-2011	Signature		Signature	
Qurinus Joseph		Dianne McElroy	10-18-2011	Edgar Munoz	10-18-2011
Signature	10-18-2011	Signature		Signature	
PARENT/COMMUNITY		Peggy Mullen	10-18-2011	Christina Griffin	10-18-2011
Maggie Baenen	10-18-2011	Signature		Signature	
Signature		Cynthia Rothman	10-18-2011		
Pat Breeding	10-18-2011	Signature			
Signature					